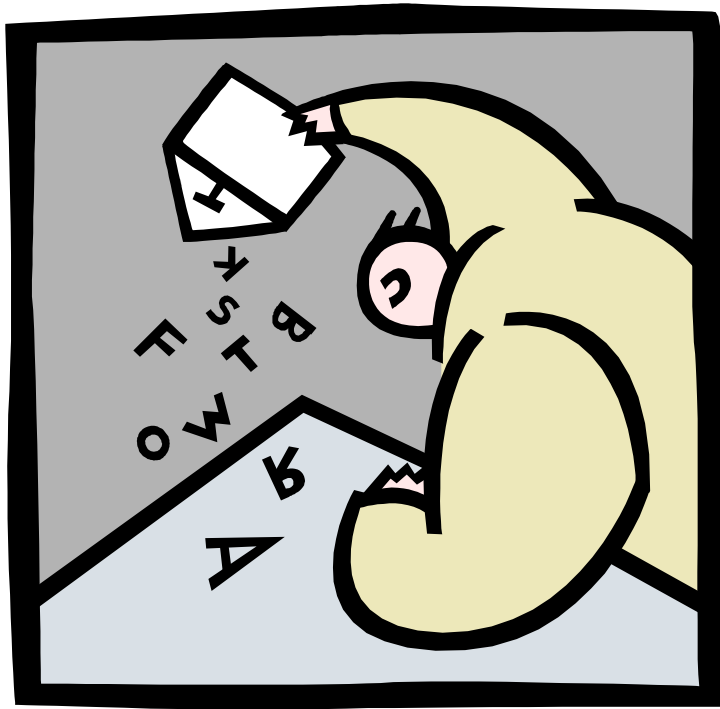


# Word Wise and Concept-Rich: Teaching Academic Vocabulary



**PowerPoints:**

[www.fisherandfrey.com](http://www.fisherandfrey.com)

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wordwise/#3

Nancy Frey  
*San Diego State University*

# How Often Has This Occurred?

In a 3rd grade Social Studies class studying maps, a student is asked to use the word *legend* in a sentence:

The legend of the coyote was told by the Native Americans.



# What led the student to this incorrect response?

- Background knowledge?
- Understanding of how to use resources?
- Lack of feedback?
- Inappropriate instructional routine?



# Vocabulary's Impact on Learning



- Significant predictor of reading comprehension (Baker, Simmons, & Kame'enui, 1998)
- Vocabulary size in kindergarten serves as a strong predictor of reading comprehension level in later grades (Scarborough, 2001)
- Context-embedded vocabulary instruction promotes language acquisition for second language learners (Tong, Irby, Rafael, & Mathes, 2008)

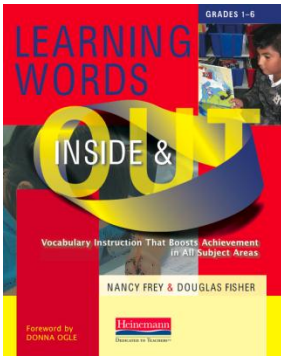
# What Does It Mean to “Know” a Word?



1. Having never seen or heard the word;
2. Having heard the word, but not knowing what it means;
3. Recognizing the word in context; and
4. Knowing and using the word (Dale, O'Rourke, & Baumann, 1971)

*To what degree did this student “know” the word legend?*

The legend of the coyote was told by the Native Americans.



# An Intentional Vocabulary Initiative

- *Make it intentional* through word selection and intentional instruction.
- *Make it transparent* through teacher modeling of word-solving and word learning.
- *Make it useable* with collaborative learning.
- *Make it personal* by fostering student ownership.
- *Make it a priority* with schoolwide practices.

Frey, N., & Fisher, D. (2009). *Learning words inside and out: Vocabulary instruction that boosts achievement in all subject areas*. Portsmouth, NH: Heinemann.

# **Step 1: Make it Intentional: Selecting Words**



# Using Word Lists to Identify Vocabulary

- Academic Word List (Coxhead, 2000)
  - 570 headwords from textbooks
- Ogden's Basic English Word List
  - Dreamed of a “universal language”
  - 850 phonetically regular words
  - Simple English feature on wikipedia is based on this list
- Word Part Lists
  - Focus on prefixes, derivations
  - Do you know what *sagittal* means? How do you know?





# **Step 2: Make it Transparent: Modeling**





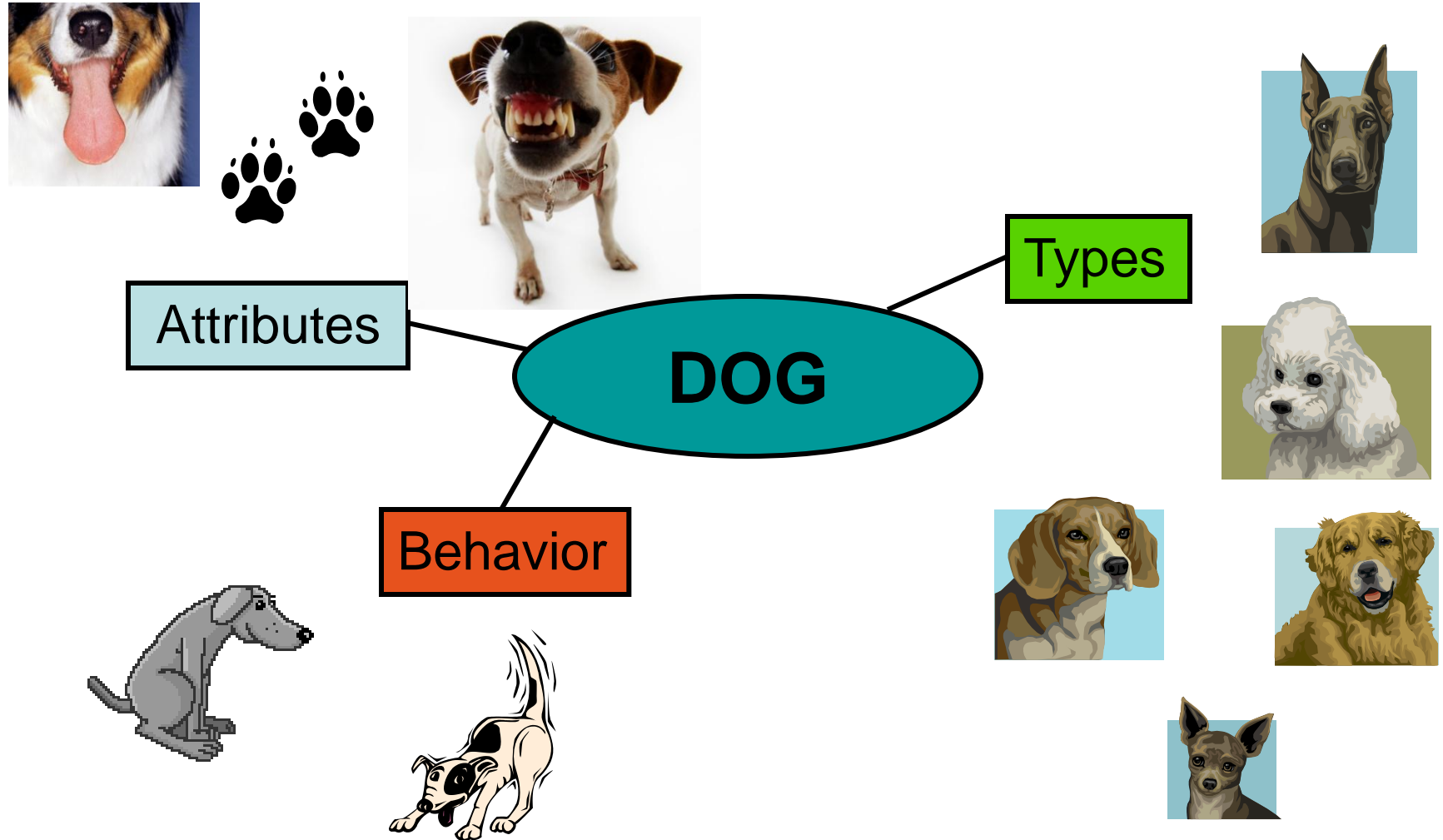
# Teacher Modeling

- Brief (5-10 minutes) think-alouds
- Identify unfamiliar words to learn procedures for discerning meaning
- Show students how to look inside (morphology and structure) and outside (context clues and resources) words

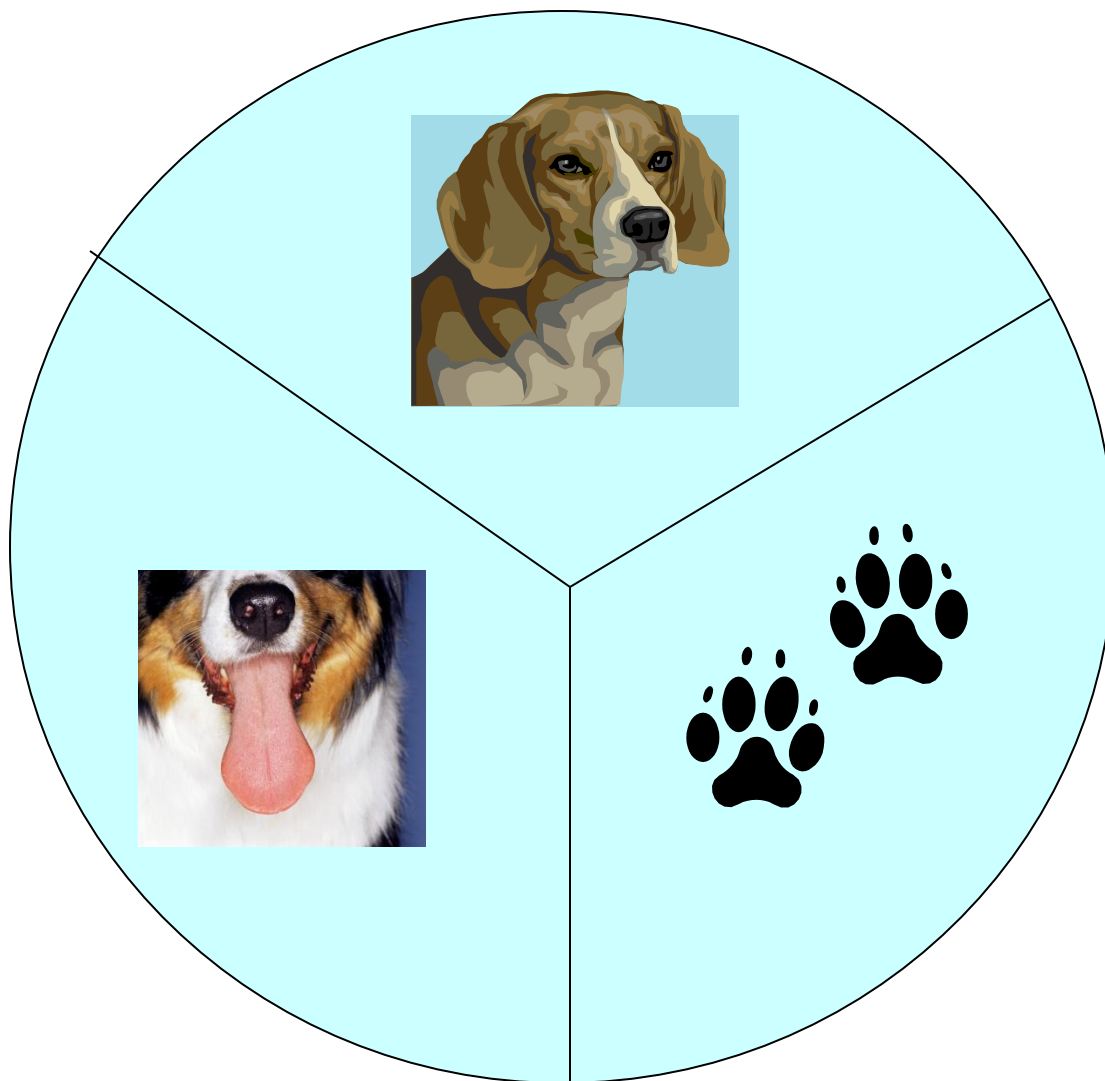
# **Step 3: Make it Useable: Collaborating with Peers**



# Children Build Schema Long Before They Begin Reading

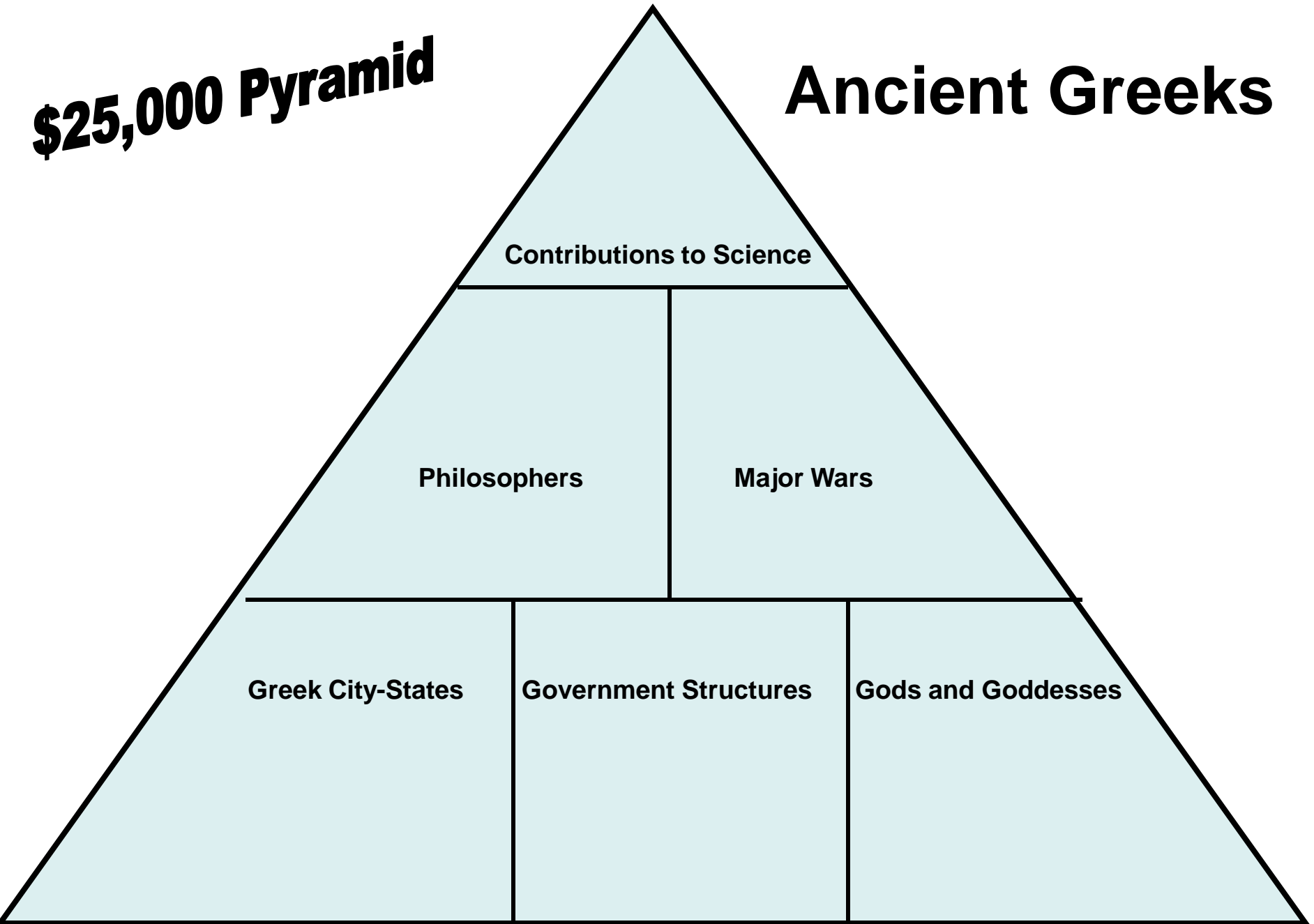


# Concept Circle for a Dog

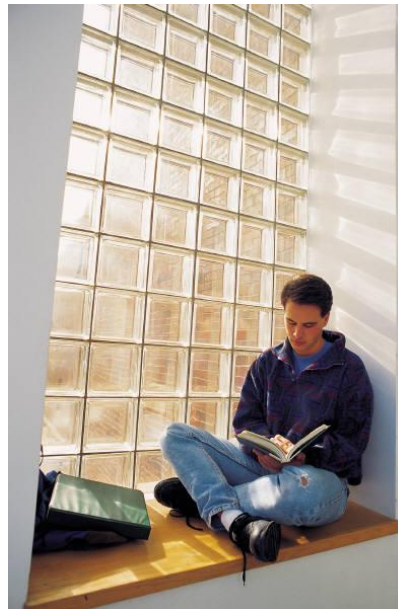


**\$25,000 Pyramid**

# Ancient Greeks



# **Step 4: Make it Personal: Individual Activities**



# Madison's Open Sort of Sky-related Terms

Moon	Sun	Clouds	Words I don't
tides	corona	cirrus	altostratus
crescent	sunspots	cumulus	mammatus
waxing	flares	stratus	penumbra
waning	star	nimbus	Yellow dwarf
full	core		
eclipse			
luna			

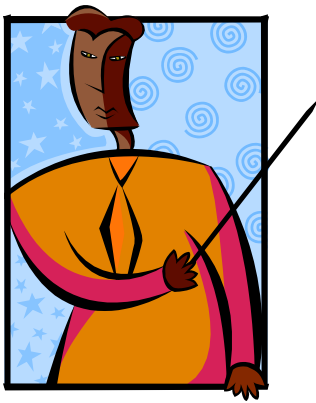


# **Step 5: Make it a Priority: Creating a Schoolwide Focus**



# Two Schoolwide Initiatives

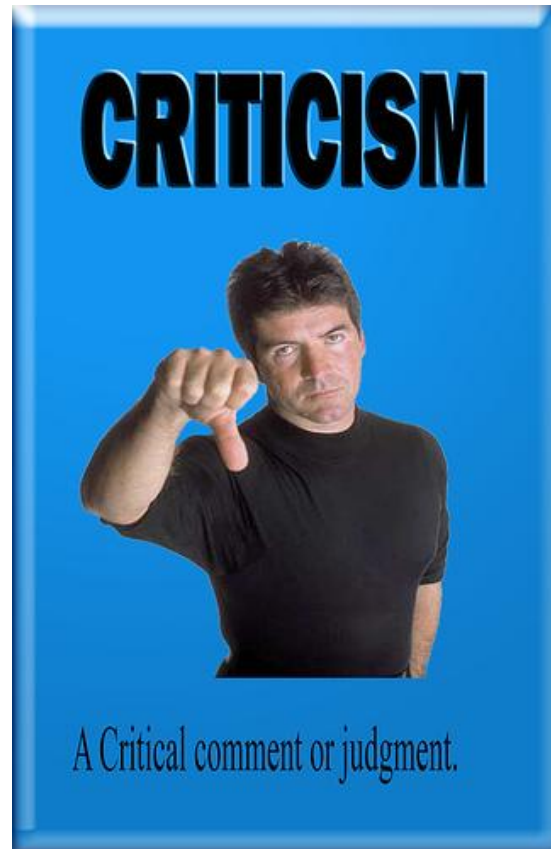
- Words of the Week (WOW Words) to focus on “SAT words”
- Wide reading to build background, increase exposure, and foster interest in reading



# Words of the Week

- Five words a week (*Fid, Fi*: to trust)
  - Affidavit, confidant, defiant, fidelity, infidel
- Grouped by affix or derivation
- Departments propose words
- Goal is to build vocabulary and teach patterns for unfamiliar words
- Introduced in English classes

# WOW at Northview (MI) High School



Created by Tricia Erickson's Art and Technology Students



# **FACSIMILE**

**AN EXACT COPY OF A DOCUMENT**



## INCESSANT

continuing or following without interruption

# Incoognito

Without Revealing Ones Identity

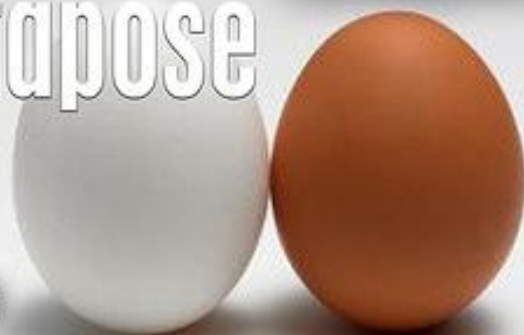


Comparison...

Juxtapose

Juxtapose

Juxtapose



Juxtapose

To place side by side, especially for comparison or contrast.

Side by Side...

Juxtapose

Juxtapose

Side By Side...

Juxtapose

Comparison



# Malady



**A human or animal disorder or malfunction;  
A sickness without a cure**

A black and white photograph of a woman's face peering through a circular porthole in a door. The woman has dark hair and is looking directly at the camera with a slight smile. The door has vertical panels on the left side.

**Recognize**

**To  
identify as  
something or  
someone  
previously  
seen or known.**



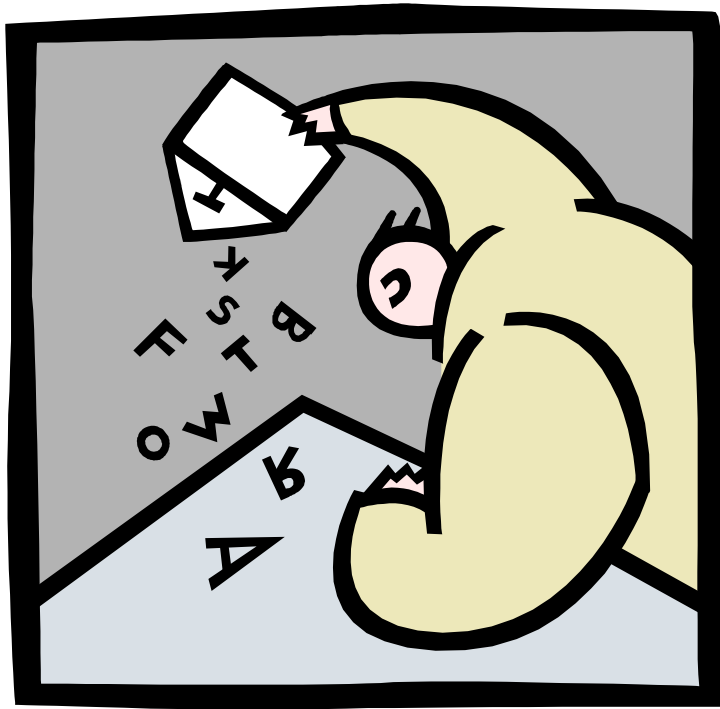
**Unilateral**  
Having only one side

# Assessing Our Needs

## Fostering a Schoolwide Vocabulary Initiative

How do students acquire and extend their academic vocabulary across the school day?					
	5	4	3	2	1
<b>Intentional Instruction:</b> Words are identified by subject and/or grade level.	Words are identified using a framework for selection. Word lists include general, specialized, and technical vocabulary and are shared across grade levels.	All grade levels select a range of general, specialized, and technical vocabulary by subject, but these are only shared within the grade level.	Some words have been selected by grade level and subject, although these are driven by textbook lists (primarily technical vocabulary).	Individual teachers are applying a framework for selecting vocabulary, although these are not being shared outside of the grade level.	Individual teachers have identified words using the textbook (technical vocabulary), and these are not known to others in the grade level and school.
<b>Transparent Instruction:</b> Teacher modeling and think alouds	All teachers have received professional development in modeling and use it daily in their instruction. They share their practices with one another.	Some grade levels have received professional development in modeling and are using it daily.	All teachers have received professional development, but it is not yet being regularly implemented.	Individual teachers are sharing their modeling practices with one another through peer visits.	There are individual experts using teacher modeling, but there is no opportunity to share practices with others.
<b>Useable Instruction:</b> Peer talk and small group collaboration	Oral language practices are schoolwide and all teachers integrate peer talk and/or small group collaboration daily.	Some grade levels use oral language daily and are emerging as skilled practitioners.	Some grade levels are planning ways to integrate peer talk and small group collaboration into daily practice.	There are individual teachers who use peer talk and small group collaboration but there has not been an opportunity to work with others.	Instruction is dominated by whole group lectures followed by silent, independent work.
<b>Personalize Instruction:</b> Independent and individual learning	Students schoolwide consolidate their understanding through activities that promote spiral review and metacognition.	Grade levels are collaborating to build professional knowledge with colleagues.	Some grade levels have developed a plan for how students increase vocabulary metacognition and spiral review.	Individual teachers are becoming skilled at personalizing instruction, although there is no mechanism for sharing practice.	Independent work emphasizes isolated skills and memorization.
<b>Prioritizing Vocabulary:</b> Words of the Week and Wide Reading	The school has implemented the plan and teachers receive regular professional development to refine practice.	The school has created a plan for schoolwide vocabulary and wide reading (SSR and independent reading)	The school has created a plan for either schoolwide vocabulary OR wide reading.	The school is studying schoolwide vocabulary and wide reading for future planning.	There is no plan, and no current initiative to examine these schoolwide practices.

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